

Connections between Core and Curricular Competencies

Grades 6-9 Mathematics

Core Competencies	Curricular Competencies
<p>Communication</p> <ul style="list-style-type: none"> • <i>connect and engage with others (to share and develop ideas)</i> • <i>acquire, interpret, and present information (includes inquiries)</i> • <i>collaborate to plan, carry out, and review constructions and activities</i> • <i>explain/recount and reflect on experiences and accomplishments</i> 	<p>Communicating and Representing</p> <ul style="list-style-type: none"> • Communicate mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Represent mathematical ideas in concrete, pictorial, and symbolic forms
<p>Thinking</p> <p>Creative Thinking</p> <ul style="list-style-type: none"> • <i>novelty and value</i> • <i>generating ideas</i> • <i>developing ideas</i> <p>Critical Thinking</p> <ul style="list-style-type: none"> • <i>analyze and critique</i> • <i>question and investigate</i> • <i>develop and design</i> 	<p>Understanding and Solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Apply multiple strategies to engage in problem solving to solve problems in both abstract and contextualized situations <p>Reasoning and Analyzing</p> <ul style="list-style-type: none"> • Use logic and patterns to solve patterns and play games • Use reasoning and logic to explore, analyze and apply mathematical ideas • Estimate reasonably • Demonstrate and apply mental math strategies • Use tools or technology to explore and create patterns and relationships, and test conjectures • Model mathematics in contextualized experiences
<p>Personal and Social</p> <p>Positive Personal & Cultural Identity</p> <ul style="list-style-type: none"> • <i>relationships and cultural contexts</i> • <i>personal values and choices</i> • <i>personal strengths and abilities</i> <p>Personal Awareness & Responsibility</p> <ul style="list-style-type: none"> • <i>self-determination</i> • <i>self-regulation</i> • <i>well-being</i> <p>Social Responsibility</p> <ul style="list-style-type: none"> • <i>contributing to community and caring for the environment</i> • <i>solving problems in peaceful ways</i> • <i>valuing diversity</i> • <i>building relationships</i> 	<p>Understanding and Solving</p> <ul style="list-style-type: none"> • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures <p>Connecting and Reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Use mathematical arguments to support personal choices • Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts

Note: Many of the curricular competencies are connected to more than one core competency and this table is just meant as a guide to support teachers in planning and assessment and to support students' connection-making as they learn to self-assess their development of the core competencies. This table may also be useful in supporting the development of a competency-based IEP.